

# Master CNS766 Syllabus

## Wake Forest University Department of Counseling



### **CNS766: Crisis Prevention and Response Summer-1 2024**

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## Course Faculty

**Lead Faculty:** Dr. Mark Scholl

Email: [schollmb@wfu.edu](mailto:schollmb@wfu.edu) (<mailto:schollmb@wfu.edu>)

## Course Description

This course will present counseling approaches which effectively address crises. The course will examine the characteristics and impact of trauma and crisis and potential neurobiological responses. Students will gain knowledge and skills useful in theory-based prevention and response models, and community-based strategies for a diverse society. Students will also explore counseling and human service contexts for application of assessment and intervention approaches in addressing specific crisis situations.

## Course Objectives

Upon successful completion of this course, students will be able to:

- Understand the impact of crises, disasters, and other trauma-causing events on people of all ages. (CACREP 3.C.13)
- Understand the operation of an emergency management system within clinical mental health agencies and in the community. (CACREP 3.A.3)
- Understand the principles of crisis intervention for people during crises, disasters, and other trauma-causing events. (CACREP 3.E.20)
- Understand procedures for assessing and managing suicide risk. (CACREP 3.E.19; 3.G.13)

- Understand appropriate use of diagnosis during a crisis, disaster, or other trauma-causing events. (CACREP 3.G.5; 3.G.14; SC 5.H.9)
- Differentiate between diagnosis and developmentally appropriate reactions during crises, disasters, and other trauma-causing events. (CACREP 3.G.5)
- Understand the potential neurobiological impact of crisis and trauma. (CACREP 3.H.9)
- Understand crisis intervention and suicide prevention models, including the use of psychological first aid strategies. (CACREP 3.G.13)
- Understand effective self-care strategies appropriate to the counselor role. (CACREP 3.A.11)
- Understand ethical and legal considerations in crisis intervention and trauma counseling. (CACREP 3.A.10, 3.G.6)
- Understand theories and models of counseling, including relevance to clients' diverse cultural backgrounds. (CACREP 3.E.1)

## Course Materials

Course materials refer **only** to the textbook(s), Course Reserves, WFU library readings, or scholarly articles. Refer to the course space for **all other** instructional content (websites, lectures, videos, interactive activities, etc.).

### Required Text(s)

James, R. K. & Gilliland, B. E. (2016). *Crisis intervention strategies*, 8th Edition. Belmont, CA: Brooks/Cole.

### Required Readings

The following are available as links to articles on the course pages, WFU library readings, or through Course Reserves which is accessible from the course menu:

- Cameron, S. & turtle-song, i. (2002). Learning to write case notes using the SOAP format. (PDF) *Journal of Counseling & Development*, 80, 286–292. (CACREP 3.E.3)
- Day-Vines, N.L. Wood, S.M., Grothaus, T., Craigen, L., Holman, A. Dotson-Blake, K., & Douglas, M.J. (2007). Broaching the subjects of race, ethnicity, and culture during the counseling process. (PDF) *Journal of Counseling & Development*, 85, 401–409. (CACREP 3.E.1)

### Additional Materials

#### Webcam

## Live Sessions

Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.

Live Sessions are not mandatory, but student attendance is encouraged.

## Methods of Instruction

Instructional methods in this course include lectures, discussions, case studies, experiential activities related to course content, and other interactive activities.

## Instructor Interactions

Apart from clinical courses, WFU online courses are primarily asynchronous in nature, meaning students and instructors can engage with the learning materials at different times. There are a few notable exceptions, however, such as live sessions, office hours, and triad work (skills courses). For the asynchronous portions of our courses, students interact with instructors through virtual discussion boards, weekly video and/or written announcements, email communications, and formative and summative feedback on assignments. For the synchronous portions of our courses, students interact with lead instructors in weekly, recorded live sessions, and with practitioner instructors in office hours. Regarding live sessions, lead instructors meet virtually with students one hour per week in which they present on a topic related to the learning material for the week, as well as answer questions that students have about the course material or assignments. In office hours, practitioner instructors answer students' questions about course content and assignments. They also, at times, present on topics related to that week's lessons.

In clinical courses, instructors interact with students primarily through individual/triadic and group supervision sessions. Instructors also monitor students' time logs, review required practicum and internship documents, evaluate their counseling session recordings and writeups, and submit midterm and final evaluations related to students' counseling skills development, as well as their professional dispositions and behaviors development.

# Assessments

This section provides an overview of the items due during this course. See the Course Schedule for additional details.

## Discussions

Discussions serve as the main vehicle for communication between students in the class. Using the forums, information will be shared, concepts will be discussed, and opinions expressed.

## Assignments

These are the assignments that will be completed and submitted throughout the duration of the course.

### Group Assignment 3.1: Roles and Responsibilities (CACREP 3.A.3)

In week 1, you were assigned to a group by your instructor. You will work with your group for all group assignments.

At the beginning of this week, your group will be assigned the role of an individual involved in a crisis. Use this role to work with your group in response to the assignment.

### Group Assignment 4.1: Crisis Plan on Mars, Part I (CACREP 3.E.20)

With your group members, create a visual aid outlining the components of your Dust Storm Crisis Event Response Plan. You may use Microsoft PowerPoint, VoiceThread or any other program you feel can accurately display evidence of your plan.

### Group Assignment 6.1: Crisis Plan on Mars, Part III (CACREP 3.E.20, 3.G.14)

As a group, create a complete plan. This should encompass the elements included in your visual aid, plus elements of assessment and intervention.

### Assignment 7.1: Group Member Evaluation

For this assignment, you will have a chance to evaluate yourself and each group member on the work and effort you each contributed to the group projects.

### Assignment 7.2: Life Roles Chart (CACREP 3.A.11)

For this assignment, you will create a pie chart which represents the ideal balance of roles in your life.

### Office Hours Attendance: Weeks 2–6

You are required to participate in any one of the 5 offered office hours of your instructor available in Weeks 2 through 6. These sessions are a great opportunity to interact with your instructor and discuss any course-related support that you need.

Final Exam Test 7.1 (CACREP 3.A.3; 3.A.10; 3.C.10; 3.C.13; 3.E.1; 3.E.19; 3.E.20; 3.G.5; 3.G.13; 3.G.14)

This exam will open at 12:00 p.m. on Day 5 and close at 11:55p.m. on Day 7.

Your final exam will focus on information found in the readings and the lesson presentations. You will have an hour and 15 minutes to complete the 50-item exam and you are allowed 1 attempt. This is a closed-book, closed-note exam.

As you complete this exam, keep in mind that you are expected to uphold the graduate student honor code.

## Late Work

Students are encouraged to make the same effort to submit all assignments on time that they would use in the workplace. It is, however, understood that sometimes circumstances arise that are beyond our control. To request an extension, students should contact their Lead Faculty as soon as a problem is identified to provide details and determine a realistic deadline. Assignments submitted late without prior approval will not be eligible for full credit.

Unless arrangements have been made, students who submit late assignments will receive a **10% grade deduction for each day** beyond the due date.

## Grading Policies

This table details the grade points and/or percentages of each assignment.

Grading

Assignment	Points Possible	Percentage
Discussions	240	25%

Assignment	Points Possible	Percentage
Assignments	600	60%
Final Exam	150	15%
Total	990	100%

## Grading Scale

This table lists the letter grade corresponding to ranges of points.


**Final grading is at the discretion of the faculty.**

### Grading Scale

Letter Grade	Percentage
A	93–100
A–	90–92
B+	87–89
B	83–86
B–	80–82
C+	77–79
C	70–76
F	0–69

## Academic Policies


Every student is required to practice and adhere to the principle of academic integrity while undertaking studies with Wake Forest University. Maintaining academic integrity is considered an essential academic standard of every graduate course and program. The University does not tolerate academic dishonesty.

The graduate faculty at Wake Forest has adopted a formal honor code to provide guidance for student conduct with respect to academic pursuits. Read the [Graduate Student Academic Honor Code \(PDF\)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf)  [. \(https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy\\_1-30-2020.pdf\)](https://prod.wp.cdn.aws.wfu.edu/sites/275/2021/06/Honor-Code-Policy_1-30-2020.pdf).

Academic dishonesty may be an academic issue or a disciplinary issue, or both, depending on its pervasiveness and/or severity. Any student engaged in academic dishonesty may face reprimand, disciplinary warning, a lowered or failing grade(s), and/or probation or suspension from the course, academic program, or University; or expulsion from the University.

The list that follows includes examples, although not all-inclusive, of academic dishonesty:

- Purchase of term papers turned in as one's own or writing the term paper(s) for another student.
- Submission of same term paper to another class without permission.
- Providing another student answers during an exam.
- Use of notes or books during exam when prohibited.
- Collaboration on homework or take-home exams when instruction called for independent work.
- Providing test question(s) to student(s) in another section of the class.
- Falsifying records or the fabrication of information and/or citation in an academic exercise.
- Violation of computer policies.
- **Plagiarism** is the appropriating or passing off as one's work the writings, ideas, etc. of another. This includes (but not limited to) copying without giving credit due, forgery, literary theft, and expropriation of some other's work. Plagiarism also includes electronic information of all types.
- Assisting someone in doing any of the above.

For the complete academic honesty policy and tips to avoid plagiarism, as well as further information on all academic policies, including the policies for adding and dropping a course, requesting a grade of incomplete, academic probation, termination of enrollment, reinstatement, and student and faculty expectations, see the [Wake Forest University Student Handbook](https://counseling.graduate.wfu.edu/forms/student-forms-information/)  (<https://counseling.graduate.wfu.edu/forms/student-forms-information/>).

## Synchronous Class Recording Notice

In accordance with Wake Forest University's policy regarding class recordings, be mindful of this information:

- **Recording of Synchronous Class Sessions.** All or some in-person and synchronous classes may be recorded. Student images and voices may be captured in these recordings. Recordings will be available for viewing only by students enrolled



in the class via Canvas or an alternative platform. The recordings are not available for download. No other recording, including by students, is permitted.

- **Recording Tails in Synchronous Class Sessions.** Synchronous class recordings may include events that happen before class officially begins or after it officially ends. Students should take care not to discuss any confidential matters during these periods of time.
- **Access to Recordings.** Students may access the class recordings made available to them solely for the purpose of participating in the course. The recordings may not be used by any person other than a student enrolled in the course or for any purpose other than to participate in the course. Students are prohibited from downloading or distributing any portion of the recordings for any purpose. Students should understand that technical problems or human error may prevent successful recording.
- **Copyright Notice.** Students are advised that Wake Forest University faculty members hold the copyright in their course materials. The University and the faculty have legal rights in class recordings.

## Academic Engagement and Monitoring

It is very important that students actively engage in class discussions, and that students communicate in a timely manner with their instructors if unforeseen circumstances negatively affect their academic engagement. WFU monitors student academic engagement through student activity in the course, much of which can be monitored automatically in Canvas (e.g., logging into the course in Canvas, participating in discussion boards, submitting assignments, reviewing learning materials in the modules); attending live sessions, office hours, and individual/triadic/group supervision sessions; and communicating by phone or email with instructors. If an entire week passes without a student submission of an assignment and/or no contact is made with instructors, the following will occur:

- Lead/practitioner instructors or Financial Aid Office staff alert Department Officials that the student has stopped responding or submitting.
- The student services team will attempt to make contact through email and telephone.
  - While being contacted, faculty and student support staff will inform the student that, if they are not noted as participating by the end of the two week period, the Department will proceed with the withdrawal procedures.
- If the two-week mark is met with no activity and there has been no communication from the student, an email will be sent notifying them of administrative withdrawal from the Counseling Program, for lack of activity.
- If the student responds to the lead and/or practitioner instructors after the two-week mark, and expresses plans to continue in the course, the lead instructor will advise

them and the PI about any deduction for late work and implications for any missing assignments. The student will again be considered active in the course.

- If the student responds and decides to withdraw, withdrawal procedures will be initiated. The student will be advised that their response to this email is time sensitive and must be received in the next 2 days.
  - If the student does not reply within that time frame, the withdrawal procedure will begin.
  - If the student becomes active in the course, an administrative withdrawal will not be initiated.

## Technical Requirements

Identify the **[minimum device configuration requirements](#)** 

([https://urldefense.com/v3/\\_https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements\\_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig\\$](https://urldefense.com/v3/_https://help.wfu.edu/support/solutions/articles/13000010300-bring-your-own-device-byod-requirements_!!LtJ5xwj-!dkTBc7dBoa0VXsezHewQ-SWPnmopdxk-j3XYkiELK7MHP2gSzZ0NrpqzHfrMjxVlrig$)) for this institution.

## Help Desk Support

Assistance to resolve technical problems is **available 24/7, 365 days a year**.

Students can access the Help Desk at: **[Wake Forest Help Desk](#)** 

(<https://tinyurl.com/wfumachelpdesk>).

Help Desk services are restricted primarily to problems associated with the functionality of the course delivery platform. Responsibilities include:

- Assisting students having difficulties accessing course email, the course itself, including discussion forums—such as the ability to view responses to comments posted in a forum—viewing multimedia files, submitting/posting assignments, and accessing quizzes.
- Support for basic hardware, software, ISP, and Internet browser issues.

Sometimes students may not be sure whether a problem they are having is caused by their computer system or the online learning management system. The Help Desk will help students figure out where the problem lies and attempt to resolve issues immediately. However, some highly advanced hardware issues may require additional assistance. If this is the case, the Help Desk may suggest seeking assistance from a local computer repair establishment.

## Canvas Support

Call a Canvas Expert: 833.383.5792

For Canvas technical support, select the Help icon in the navigation bar, where students will find several options including:

- Call a Canvas Expert—phone support hotline
- Chat with Canvas Support—live chat for students and faculty
- Search Canvas Guides—answers to common questions
- Submit a ticket to Canvas Support

When submitting a ticket, be as specific as possible in the description of the issue. Include the name of the course and the date the issue occurred, the browser being used and, if possible, screenshots to help Canvas support personnel troubleshoot the issue and expedite service.

Note: Lead Faculty and PIs do not provide Canvas support.


## AskDeac Help Desk



AskDeac services include most technology issues outside of the scope of course delivery. Common requests include assistance setting up a VPN, setting up a WFU Zoom account, using Google Drive, and resetting WFU email passwords.

Assistance to resolve technical issues is available through Email or Live Chat from 8:00 a.m. to 9:00 p.m. EST, Monday through Friday. Phone support is available from 8:00 a.m. to 5:00 p.m. EST, Monday through Friday.

Access AskDeac at: [AskDeac](https://help.wfu.edu/support/home)  (<https://help.wfu.edu/support/home>).

## Diversity, Equity, and Inclusion

Wake Forest University is committed to supporting diversity, equity, and inclusion. The [Office of Diversity and Inclusion](https://diversity.wfu.edu/)  provides campus resources such as the Intercultural Center, LGBTQ Center, Women's Center, and more. Locate these on the webpage under Affinity & Support.

To learn more about WFU's commitment to diversity, equity, inclusion read the [Non-Discrimination Statement](https://hr.wfu.edu/quick-links/policies/non-discrimination-statement/)  and policy on [Non-Discrimination on the Basis of Disability](https://policy.wfu.edu/non-discrimination-on-the-basis-of-disability/) .

*Pro Humanitate* - As a part of the Wake Forest community, the faculty and staff of the Department of Counseling fully embrace the concept of Pro Humanitate. In each of our classes (graduate, undergraduate, face-to-face and virtual), we strive to affirm every person and every identity including but not limited to gender identity, affectional orientation, language, national origin, color, race, disability, sex, religion, creed, and ancestry. We embrace the development of critical thinkers that consistently aspire to become culturally responsive and encourage you to challenge your own biases while developing the necessary skills to enter your chosen profession. Further, the faculty and staff will promote the **Realizing Inclusion, Diversity, and Equity (R.I.D.E.)** [↗](https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#) (<https://diversity.wfu.edu/realizing-inclusion-diversity-and-equity/introduction-to-ride/#>) framework in our teaching, research, supervision and advising. We hope that you will join us along this journey, with a commitment to advocacy and social justice in both your personal and professional lives. *Pro Humanitate*, to better the lives of all humans!

## Accessibility and Special Accommodations

Wake Forest strives to provide equal access for all learners. Learning content contained within the Canvas Learning Management System is designed to meet the Web Content Accessibility Guidelines (WCAG) 2.1 AA developed by the World Wide Web Consortium (W3C) and Section 508 of the Rehabilitation Act. Throughout our course development process, we test the capabilities of our learning content against these standards.

Wake Forest University recognizes its responsibility for creating an institutional climate in which students with differing needs and abilities can thrive.

Along with the mission of the Division of Student Life, Disability Services exists to enable students with disabilities to experience equal access to the academic, social, and recreational activities and programs at Wake Forest University. To achieve this goal, the **Center for Learning, Access, and Student Success (CLASS)** [↗](https://class.wfu.edu/) (<https://class.wfu.edu/>) is available to offer academic support for all Wake Forest Students. CLASS staff works with students, faculty, and staff to implement services and accommodations that are in accordance with both state and federal laws and our own commitment to this goal.

If a student has a disability that may require an accommodation for taking this course, use the Student Portal Login located on the **Center for Learning, Access, and Student Success (CLASS)** [↗](https://class.wfu.edu/) (<https://class.wfu.edu/>) website. Alternatively, contact the Center for Learning, Access, and Student Success at the contact information provided.

### Contact Information:

**118 Reynolda Hall, WFU  
Winston-Salem, NC, 27109**

**Phone:** 336-758-5929

**Email:** [class@wfu.edu](mailto:class@wfu.edu) (<mailto:class@wfu.edu>)

## Emergency Contingency Plan

Disaster Planning/Catastrophic Event Policy: In the event the University calendar is disrupted by disaster or catastrophic event, please continue with the assigned lessons and adhere to the due dates of assignments and discussions. The instructor will be available by email or by phone, unless the internet or phone is inaccessible.

## Course Schedule

The course week runs from Monday (Day 1) to Sunday (Day 7). Due dates for assignments and discussions are stated in day numbers. **Unless otherwise noted**, all assessments are due by 11:59 p.m. E.T. on the designated day.

There will be Live Sessions and Office Hours each week **unless otherwise communicated**. Students will find the day and time in the course:

- **Live Sessions:** Refer to the **Meet Your Lead Faculty** page under the Getting Started module for details.
- **Office Hours:** Refer to the **Meet Your Practitioner Instructor** page under the Getting Started module for details.


**Please Note:** Readings refer **only** to textbook, Course Reserves, WFU library readings, or scholarly articles. Refer to the course for **all other** instructional content (websites, lectures, videos, interactive activities, etc.)

### Week 1: Orientation to Crisis (May 6 – May 12)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: What Constitutes a Crisis	James, R. K. & Gilliland, B. E. (2016). <i>Crisis intervention strategies</i> , 8th Edition. Belmont, CA: Brooks/Cole.	Discussion 1.1: Impact of Crisis (Initial Post due Day 4, Reply Posts due Day 7)	None	None

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	<ul style="list-style-type: none"> <li>Chapter 1, pp. 1–13 (CACREP 3.C.13)</li> </ul>			

## Week 2: Theories and Models of Crisis Response (May 13 – May 19)

Lesson	Readings
Lesson 1: Theories and Models of Crisis Response	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p> <ul style="list-style-type: none"> <li>Chapter 1, pp. 13–25 (CACREP 3.C.13; 3.G.5; 3.G.14)</li> </ul>
Lesson 2: Culturally Effective Crisis Response	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p> <ul style="list-style-type: none"> <li>Chapter 2 (CACREP 3.C.13; 3.G.5; 3.G.14; 3.E.1)</li> <li>Day-Vines, N.L. Wood, S.M., Grothaus, T., Craigen, L., Holman, A. Dotson-Blake, K., &amp; Douglas, M.J. (2007). <b><u>Broaching the subjects of race, ethnicity, and culture during the counseling process. (PDF)</u></b>  (<a href="https://lmscontent.embanet.com/WF/MAC/CNS766/Documents/W2L2_DayVines.pdf">https://lmscontent.embanet.com/WF/MAC/CNS766/Documents/W2L2_DayVines.pdf</a>) <i>Journal of Counseling &amp; Development</i>, 85, 401–409. (CACREP 3.E.1)</li> </ul>

## Week 3: Roles and Resources in Crisis Intervention (May 20 – May 26)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Roles and Resources	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p>	<p>Discussion 3.1: Upload a Crisis Plan (Initial Post due Day 4, Response Posts due Day 7)</p>	<p>Assignment: Week 3 Office Hours Attendance (Due Day 7)</p> <p>Group Assignment 3.1:</p>	None

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	<ul style="list-style-type: none"> <li>Chapter 16 and 17 (CACREP 3.A.11; 3.C.10; 3.G.5; 3.G.14)</li> </ul>		Roles and Responsibilities (Due Day 7)	

#### Week 4: Community-Based Strategies and Preparedness (May 27 – June 2)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Crisis Preparedness	James, R. K. & Gilliland, B. E. (2016). <i>Crisis intervention strategies</i> , 8th Edition. Belmont, CA: Brooks/Cole. <ul style="list-style-type: none"> <li>Chapter 13 (CACREP SC 5.H.9)</li> </ul>	None	Assignment: Week 4 Office Hours Attendance (Due Day 7)  Group Assignment 4.1: Crisis Plan on Mars, Part I (Due Day 7)	None

#### Week 5: Crisis Assessment (June 3 – June 9)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Crisis Assessment	James, R. K. & Gilliland, B. E. (2016). <i>Crisis intervention strategies</i> , 8th Edition. Belmont, CA: Brooks/Cole.	Discussion 5.1: Traumatic Event (Initial Post due Day 4, Reply Posts due Day 7)	Assignment: Week 5 Office Hours Attendance (Due Day 7)	None

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	<ul style="list-style-type: none"> <li>Chapter 3, pp 58–71 (CACREP 3.E.19; 3.G.13)</li> </ul>			
Lesson 2: Suicide Assessment	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p> <ul style="list-style-type: none"> <li>Chapter 8 (CACREP 3.G.13)</li> </ul>	Discussion 5.2: Crisis Plan on Mars, Part II (Initial Post due Day 4, Reply Posts due Day 7)	None	None

### Week 6: Crisis Response (June 10 – June 16)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Crisis Intervention	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p> <ul style="list-style-type: none"> <li>Chapter 3, pp 48–56 (CACREP 3.G.5; 3.G.13)</li> <li>Chapter 4 (CACREP</li> </ul>	None	<p>Assignment: Week 6 Office Hours Attendance (Due Day 7)</p> <p>Group Assignment 6.1: Crisis Plan on Mars, Part III (Due Day 7)</p>	None



Lesson	Readings	Discussions	Assignments	Quizzes/Exams
	3.G.5; 3.G.13)			

### Week 7: Crisis Workers in Crisis (June 17 – June 23)

Lesson	Readings	Discussions	Assignments	Quizzes/Exams
Lesson 1: Burnout, Vicarious Trauma, and Compassion Fatigue	<p>James, R. K. &amp; Gilliland, B. E. (2016). <i>Crisis intervention strategies</i>, 8th Edition. Belmont, CA: Brooks/Cole.</p> <ul style="list-style-type: none"> <li>Chapter 16 (CACREP 3.A.11)</li> </ul> <p>Cameron, S. &amp; turtle-song, i. (2002). (CACREP 3.E.3) Learning to write case notes using the SOAP format. (PDF) <i>Journal of Counseling &amp; Development</i>, 80, 286–292. (CACREP 3.E.1)</p>		<p>Assignment 7.1: Group Member Evaluation (Due Day 2)</p> <p>Assignment 7.2: Life Roles Chart (Due Day 4)</p>	Test 7.1: Final Exam (Opens Day 5 at 12pm ET, Closes Day 7 at 11:59pm ET)